GLASSCOCK COUNTY ISD

Campus Improvement Plan 2020-2021

Final Review by SBDM Committee on 06/24/20
Reviewed by Board of Trustees on **/**/****

Garden City Elementary

Glasscock County ISD Mission Statement:
Achieve Excellence Together

Glasscock County ISD Vision Statement:
We are committed to a quality education where v
enter to learn and leave to achieve."

school campus consolidates funds in the following way:

_ full consolidation ____ federal consolidation only ____ Title I, Part A only

iple sources are consolidated to support each of the educational programs on the pus.

Fund Source	Allocation Amount
Title I Part A	$ 25,092
Title II, Part A	$ 5,187
Title III-LEP	$ 2,094
Local Funds	$ 3,031,901
Gifted Education	$ 9,500
Dyslexia	$ 60,940
Special Education	$ 403,245
Bilingual/ESL Program	$ 45,376

ıentary School is a Title I, Part A, Schoolwide program with a student poverty rate of 14.38% tha Title I, Part A with SCE funds to serve identified at-risk, as well as, all students on the school-w ɔus by upgrading the education program with SCE $305,101.

ELEMENTARY CAMPUS IMPROVEMENT PLAN

GOAL #1: All Students will achieve their full educational potential

MANCE OBJECTIVE #1: GC ISD will ensure that the assessment scores of all students will meet or exc
ountability system.

s/Activities	*Title I Comp #*	*Staff Responsible*	*Resources*	*Time Line*	*Formative Evaluation*	*Summativ Evaluatio*
TAPR, AR, Scopes, nd, and & paper ons; as well marks to areas r on on EKS	# 1, 2, 8,9	Principal, Counselor, PK-5 Staff, Reading Specialist, RTI committee	IXL-$2,000 StemSco.-$3,700 AR-$3,000	schoolyear	STAAR results, benchmark results, 3-week progress reports, report cards	100% of s show grov

MANCE OBJECTIVE #2: All GC ISD students not in testing grade levels will meet the testing standards

s/Activities	Title I Comp #	Staff Responsible	Resources	Time Line	Formative Evaluation	Summativ Evaluatio
TAPR, I ountas & lath Seeds, BOY and chmarks to areas r on on TEKS s	#1,2,3 8,9	Principal, Counselor, PK-5 Staff, Reading Specialist, RTI committee	I Station-$3100 Math Seeds-$700	schoolyear	Report cards, 3 week progress report, computer generated data from programs benchmark results	100% of s show grov

MANCE OBJECTIVE #3: GC ISD will continue strategies to keep all students participation in accelerated programs in order to develop high levels of learning.

s/Activities	Title I Comp #	Staff Responsible	Resources	Time Line	Formative Evaluation	Summativ Evaluatio
e students nal ents	#3	PK-5 Staff, principal, counselor, reading specialist	Local fund- Bearkat Bucks & Bearkat Store	schoolyear	6-weeks	Measure performan beginning year and increase i by 10% e weeks.

MANCE OBJECTIVE #4: GC ISD will reduce the gaps in achievement between different race an ethnic g
h those considered to be living in poverty.

s/Activities	Title I Comp #	Staff Responsible	Resources	Time Line	Formative Evaluation	Summativ Evaluatio
L and RTI to help e nce gap ethnic	#1,2,3 , 6,8,9	PK-5 Staff, nurse, counselor, SPED Staff, and principal	Local Funds- supplies and material- $2500	schoolyear	TELPAS, RTI progress monitoring, benchmarks	Evaluate report and determine change in ethnic gro

GOAL #2: GC ISD will maximize resources and support for all students with an emphasis on student progress

MANCE OBJECTIVE #1: Identify early, any student with an educational need.

s/Activities	Title I Comp #	Staff Responsible	Resources	Time Line	Formative Evaluation	Summativ Evaluatio
nittee will ose students an al need	# 1,3,4, 8,6	PK-5 staff, principal, SPED staff	Local Funds- supplies and materials	schoolyear	K-2 math Seeds data, Istation, and 3-5 progress measures	Lowered students

MANCE OBJECTIVE #2: GC ISD will encourage all students to be involved in a co-curricular or extra-cu

s/Activities	Title I Comp #	Staff Responsible	Resources	Time Line	Formative Evaluation	Summativ Evaluatio
e students ate in UIL s and	# 3,6	PK-5 staff and Principal	Local Funds-stipends and materials	Fall semester for UIL, and Spring semester for robotics	Competition results	Earn a to the distric qualify for robotics c

GOAL #3: GC ISD will provide a safe and positive learning and work environment for all students and staff

MANCE OBJECTIVE #1: GC ISD will perform state-required safety drills every school year.

s/Activities	Title I Comp #	Staff Responsible	Resources	Time Line	Formative Evaluation	Summativ Evaluatio
lls (2 drills, 2 Fire 1 tornado nera oor fob	# 3,6	PK-5 Staff, Principal, Nurse, Custodial staff, and Sheriff department	Local Funds	schoolyear	Monitor Drill Success	2 minutes execute d

MANCE OBJECTIVE #2: GC ISD will provide a drug-free learning environment.

s/Activities	Title I	Staff	Resources	Time Line	Formative	Summativ

	Comp #	*Responsible*			*Evaluation*	*Evaluatio*
ounseling drug dog, n week, fire n week	#3,6	Counselor, PK-5 staff, and Principal	Interquest Detection Canines-$1000 Local Funds-Salaries	schoolyear	Monitor student success	100% stu participat activities

MANCE OBJECTIVE #3: GC ISD will encourage all students, parents, and staff to treat each other with r

s/Activities	*Title I Comp #*	*Staff Responsible*	*Resources*	*Time Line*	*Formative Evaluation*	*Summativ Evaluatio*
nication with uardians use Day	#6,7	Counselor, PK-5 staff, Principal	Local Funds	schoolyear	Sign-in sheet for the number of parents involved	75% of pa participati

GOAL #4: GC ISD will strive to involve the local community in supporting our school activities and events.

MANCE OBJECTIVE #1: GC ISD will utilize community strengths and resources for the optimal achiever dent by increasing community involvement.

s/Activities	Title I Comp #	Staff Responsible	Resources	Time Line	Formative Evaluation	Summativ Evaluatio
Events oncerts Teacher Day rents day eeting	#3,6,7	Pk-5 staff, principal	Local Funds	schoolyear	Documented photography, Community response (sign-in sheets)	75 percer parents ir attendanc

MANCE OBJECTIVE #2: GC ISD will provide a comprehensive two way communication process to the c lents, parents, and community members.

s/Activities	Title I Comp #	Staff Responsible	Resources	Time Line	Formative Evaluation	Summativ Evaluatio
Website 101 ication Logs nted acher es APP	#3,6,7	Principal, PK-5 staff	Edlio-$3000	School year, ongoing	1. Communica tion logs 2. Sign-in sheets 3. Updates of website	80% docu contact w

GOAL #5: Every student graduate from GC ISD will be post-secondary ready.

MANCE OBJECTIVE #1: Any student on the recommended or distinguished graduation plan will be give ity to take an advanced or dual credit course.

s/Activities	Title I Comp #	Staff Responsible	Resources	Time Line	Formative Evaluation	Summativ Evaluatio
perfect e - $25 gift ttendance or semester card fect e gift	# 3,6,7	Principal, PK-5 Staff	Local Funds and PTO	schoolyear	Attendance rate for the 6 weeks, semesters, and EOY	98% atter rate for th year

MANCE OBJECTIVE #2: GC ISD ensure that each student has the opportunity to enroll in a career or te n course.

s/Activities	Title I Comp #	Staff Responsible	Resources	Time Line	Formative Evaluation	Summativ Evaluatio
School	#1,2,3 ,4,7,8, 9	PK-5, Technology director, principal	Local Technology Funds	schoolyear	K-2 – I station results 3-5 – STAAR results, reduce the number of students in RTI Tier II and Tier III	Utilize 1 capability during rea Lab time

PRIORITY FOR SERVICE (PFS)
ACTION PLAN

MEP staff will work with all district and campus personnel to ensure services for PFS and non-priority for service nt students are provided for and served by implementing the strategies listed on the current PFS Action Plan.

ol District: Glasscock County ISD
Member

on: 18

l out by: Angie Balderrama and Anna Minijarez

:: July 14, 2017-08-07
OOL YEAR: 2017-2018

Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a ate appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the actio elements with other DIP sections that focus on other student poplutation groups (e.g, Bilingual, ESL, economica vantage)

o Coordinate services with Region 18, your Migrant Fiscal Agent, in order to provide all migrant students who m r Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on studen ent

VE(s): 100% of Priority for Services (PFS) students will have access to supplemental instructional and tor the progress of MEP students who are on PFS

ired Strategies	Timeline	Person(s) Responsilbe	Document
nly, run NGS Priority for Service(PFS) ts to identify migrant children and youth equire priority access to MEP services	Monthly beginning in July	Migrant Specialist	1. NGS Reports 2. PFS Timeline re checklist
e the first day of school, develop a PFS n Plan for serving PFS students. The plan	August	Migrant Consultant	1. PFS Action Plan

clearly articulate criteria for defining nt success, including timelines for ving stated goals and objectives			
nunicate the progress and determine s of PFS migrant Students			
ired Strategies	**Timeline**	**Person(s) Responsible**	**Document**
g the academic calendar, the Title I, part rant Coordinator or MEP staff will provide us principals and appropriate campus nformation on the Priority for Services a and updated NGS Priority for service ts	By Sept. 30th	Migrant Consultant Migrant Specialist	1. ESC works 2. SSA Fulfilling Gr 3. Requirement Se
g the academic calendar, the Title I, Part rant Coordinator or MEP staff will provide ts of PFS information on the Priority for ces criteria	By Sept. 30th	MEP Staff	1. PAC Agendas 2. PAC minutes
g the academic calendar, the district`s , Part C Migrant Coordinator or MEP staff ake individualized home and /or unity visits to update parents on the emic progress of their children	Ongoing throughout the year	MEP Staff	1. Family Contact L 2. Preliminary Nee Assessment
de services to PFS migrant students			
ired Strategies	**Timeline**	**Person(s) Responsible**	**Document**
istrict` Title I, Part C migrant coordinator P staff will use the PFS reports giving y placement to these students in migrant ation program activities	Ongoing throughout the year	MEP Staff	1. MEP Activities S In Sheets
istrict`s Title I, Part C migrant coordinator P staff will ensure that PFS students e priority access to instructional services ll as social workers and community social es/agencies	Ongoing throughout the year	MEP Staff	1. PFS Student Progress Review Form
istrict`s Title I, Part C migrant coordinator P staff will determine what federal, state, al programs serve PFS students	Ongoing throughout the year	MEP Staff	1. Networking

Comprehensive Needs Assessment 2017

cock County ISD is comprised of two campuses: Garden City Elementary and Garden City High/Jr. High Schoo
en City Elementary serves approximately 160 students in grades Pre-K to 5.

lementary student population is approximately 56.1% anglo and 43.9%Hispanic. Approximately 31.1% are
omically disadvantaged, 7.4% are English language learners, and 18.9%vare at-risk. The elementary staff
ation is 94.6% anglo, and 5.4% Hispanic; 7.9 % male and 92.1% female. The elementary staff has 2.6% th
eginning teachers, 6.2.% of the staff that has 1 to 5 years of experience, 24.8% has 6 to 10 years, 31.0% of the
as 11 to 20 years of experience. The staff has 35.5% of the staff that has over 20 years. 81.4% of the teachers
a bachelor`s degree and 18.6% have a master`s degrees. 100% of the teachers are highly qualified and 80
des are at a level 3. The student-teacher ratio is 3 to 1. The average class sizes are 11 students.

verall mobility rate for the district is approximately 16.4%, with a drop-out rate of 0%. The average daily attenda
or students is 97%. GCISD serves 7.4% English Language Learner students; .7% of students are in the Gifted
ted program (0 males and 0 females, and none are LEP), and 2.5% of students have been identified for 504
es. 7.4% of students are served through special education services and 2 students tested but did not qualify fo
al education services.

Schoolwide (Title I) program consists of parent involvement activities, extended school year opportunities,
ssional development, and employment of a curriculum director to promote horizontal and vertical alignment of th
in an effort to provide exceptional instruction for GCISD students.
ite-based decision-making team looked at last year's program evaluations, survey results, and the following dat
marks, Istation and state assessment results, attendance (students and staff), SAT, ACT, PSAT etc. Committe
formed to look for areas of weaknesses and strengths. The data showed:

ents
gths: Attendance rate of all students
s: Closing the performance gaps

y and Community Involvement:
gths: Communication
s: More ESL parental involvement

gths: Low turn over rates
s: More diversity in staffing

ol Culture and Climate:
gths: Sense of school community pride
s: More involvement of all stakeholders

ol Organization:
gths: Good participation numbers in UIL activities
ls: More activities needed

Comprehensive Needs Assessment Results:

nt enrollment numbers are steady and the student population is becoming more diverse. While GCISD staffing
priate for the number of students, staff demographics are not reflective of the diversity in the student population
ing in a need for professional development to better equip the staff to meet the needs of diverse learners.
ssional development to support the staff's efforts in curriculum alignment and verticality is also needed. The
ittee would like to promote awareness to students and families regarding the increased rigor of the state
sment system and the need for the staff to vertically align curriculum and instructional strategies.
will need to use more data-driven decision-making to adjust instruction accordingly based on student needs, as
ariety of instructional strategies to meet the needs of diverse learners. Campus administrators will be conductir
instructional focus visits in classrooms to monitor the full implementation of TEKS resource, use of lesson frami
igh-yield strategies, etc., and evidence of vertical and horizontal planning and alignment.
effort to inform and involve families, the school will be sending more school-home communication in both Englis
panish, as well as conducting home visits in addition to other school activities to promote awareness of increas
nt expectations due to the new curriculum and the state assessment (STAAR.)
dministration sees a need to increase the involvement of the site-based decision-making (SBDM) committee ar
an effort to obtain more input from the students, parents, staff, and community regarding school decisions.

l, Part A
olwide Components:
omprehensive needs assessment of the entire school (including taking into account the needs of migratory chil
fined in section
2)) that is based on information which includes the achievement of children in relation to the State academic co
ards and the State student academic achievement standards described in section 1111(b)(1).
hoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced

of student academic achievement, use effective methods and instructional strategies that are based on scientif
research, and that include strategies to address the needs of all children in the school, but particularly the nee
chieving children and those at risk of not meeting the State student academic achievement standards who are
bers of the target population of any program that is included in the schoolwide program.
truction by highly qualified teachers.
accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for
ers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to e
ldren in the school to meet the State's student academic achievement standards.
ategies to attract high-quality teachers to high-need schools.
ategies to increase parental involvement in accordance with section 1118, such as family literary services.
ns for assisting preschool children in the transition from early childhood programs, such as Head Start, Even St
Reading First, or a State-run preschool program, to local elementary school programs.
asures to include teachers in the decisions regarding the use of academic assessments described in section
b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall
ctional program.
ivities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic
vement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance w
nclude measures to ensure that student difficulties are identified on a timely basis and to provide sufficient
nation on which to base effective assistance.
ordination and integration of Federal, State, and local services and programs, including programs supported u
ct, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocationa
ical education, and job.